**Elementary Literacy Context for Learning Information**

Use the Context for Learning Information to supply information about your school/classroom context.

**Part 1 - About the School Where You Are Teaching**

**1.** In what type of school do you teach?

I teach at an intermediate school in the suburban area of Farragut, Tennessee. The grades at the school are 3rd grade thru 5th grade. My mentor is Sarah Eddins; this is her second year of teaching the fifth grade.

**2.** List any special features of your school or classroom setting (e.g., charter, co-teaching, themed magnet, classroom aide, bilingual, team taught with a special education teacher) that will affect your teaching in this learning segment.

The special features of my classroom setting are my mentor and her co-team teacher share teaching responsible. My mentor teaches all grade levels math and science students. The co-team teacher teaches all grade levels social studies/writing in the afternoon. Also, the co-team teacher teaches the challenging math in the morning. I do not envision this as a problem with my instructional time with the students, because this method of changing the classroom to learn is the beginning stage of being in middle school. Also, there are three special education students in the classroom. They do not leave for any special instructions. They are in the classroom full-time.

**3.** Describe any district, school, or cooperating teacher requirements or expectations that might affect your planning or delivery of instruction, such as required curricula, pacing plan, use of specific instructional strategies, or standardized tests.

There are not any districts, school, or cooperating teacher that will interfere with my planning or delivery of instructions. The students are reviewing for the TCAPs standardized tests, so my lessons are geared towards the review of that test. The cooperative teaching of the different subjects has no effect on my instructional time, because I instructed the at grade level and below grade level students. The changing of classroom for math, science, and social studies are part of the core-time extension. It is the required curricula at Farragut Intermediate School. Also, the 5th grader used the middle childhood curricula too.

**Part 2 - About the Class Featured in This Assessment**

**1.** How much time is devoted each day to literacy instruction in your classroom?

The time devoted to literacy instruction is an hour and thirty-five minutes each day. The time devoted to math is an hour and thirty minutes each day. The time devoted to social studies, science, and writing is an hour and ten minutes each day. Language Arts is taught with the reading instructional block.

**2.** Is there any ability grouping or tracking in literacy? If so, please describe how it affects your class.

Yes, there is a way to track the abilities of each group in the different subjects. The students were assigned to their literacy/math groups by the past standardized tests and the current formative testing in the class. As a student shows signs of progress, he/she is moved up to the next reading/math level. No students are held back in any reading level as long as they met the benchmarks on the rubrics.

**3.** Identify any textbook or instructional program you primarily use for literacy instruction. If a textbook, please provide the title, publisher, and date of publication.

The math textbook is the most current book.

Treasure (Reading). (2008). Macmillan MacGraw-Hill.

English. (2004). Houghton Mifflin

Envision (Math). (2012). Pearson Education.

Science. (2002). Macmillan McGraw-Hill.

Social Studies (Tennessee). (2009). Houghton Mifflin

**4.** List other resources (e.g., electronic whiteboard, classroom library or other text sets, on-line professional resources) you use for literacy instruction in this class.

I will be using the electronic whiteboard, other text sets, and on-line professional resources in my instructional lesson with the students. The students have the opportunity to use the classroom library and other professional resources (on-line and off-line) to understand the instructions of today. The students used dictionaries on their desk to help with their research papers and calculators to help with computations.

**Part 3 - About the Students in the Class Featured in This Assessment**

**1.** Grade level(s): \_\_\_Fifth grade\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**2.** Number of: students in the class \_\_26\_\_\_

males \_\_10\_\_\_ females \_\_16\_\_\_

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| **3.** Complete the chart below to summarize required or needed supports, accommodations or modifications for your students that will affect your instruction in this learning segment. As needed, consult with your cooperating teacher to complete the chart. The first two rows have been completed in italics as examples. Use as many rows as you need. Consider the variety of learners in your class who may require different strategies/supports or accommodations/modifications to instruction or assessment.   * English language learners * Gifted students needing greater support or challenge * Students with Individualized Education Programs (IEPs) or 504 plans * Struggling readers * Underperforming students or those with gaps in academic knowledge |

(See examples in the edTPA Handbook on p. 35)

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| **Learning Needs Category** | **Number of Students** | **Supports, Accommodations, Modifications, and/or Pertinent IEP Goals** |
| Underperforming students or those with gaps in academic knowledge | 3 – students  1 with ADD (girl)  2 with ADHD (boys) | The girl with ADD has more time with her tests and lessons. She moves to where she will not be distracted by the other students during instructional time.  The boys with ADHD work with the teacher to complete their lessons and have more time with tests. |
| Gifted students needing greater support of challenge | 3 – Math students  14 – Reading students | The 3 math students go to a more challenging math class. The 14 reading students receive more challenging reading passages and more chapter book reading. |
| Students with Individualized Education Programs (IEPs) or 504 plans | Zero students |  |
| Struggling readers | 6 – students | The six students read in small reading groups during instructional time of reading. |